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Information Bulletin

*Grade 9 Social Studies
1996-97*

This document was written primarily for:

Students	✓
Teachers	✓
Administrators	✓
Parents	
General Audience	
Others	✓ Superintendents

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This bulletin contains general information about the Provincial Student Assessment program and information specific to the Grade 9 Social Studies Achievement Test. **This bulletin replaces all previous bulletins.**

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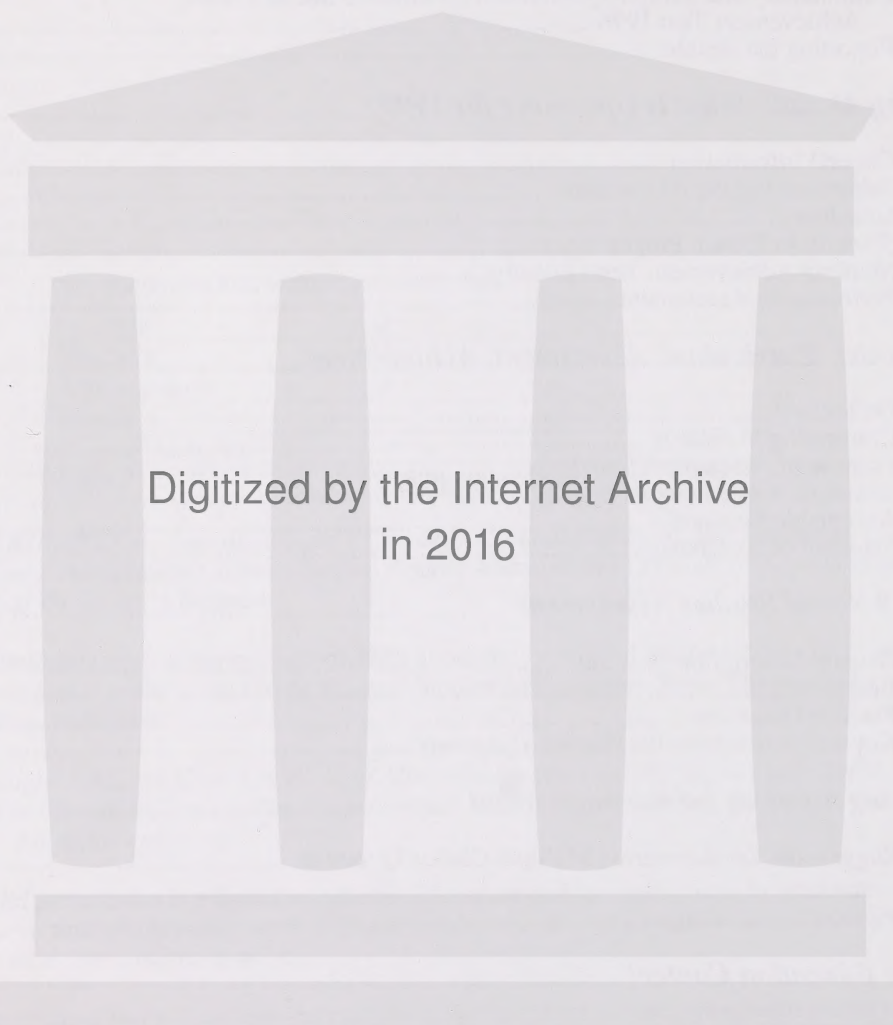
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October 1996

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Looking Back: Highlights of 1996

Grade 9 Social Studies

This information provides teachers, school administrators, and the public with an overview of the results for the June 1996 Grade 9 Social Studies provincial assessment. It complements the detailed school and jurisdiction reports.

Who Wrote the Test?

All students registered in Grade 9 were expected to write the 1996 Social Studies Achievement Test. A total of 33 576 students completed the test. In 1996, only a small proportion of students in Grade 9 did not write the test: 4.7% were absent and 3.2% were excused from writing by their superintendent.

The results presented in this report are based on scores achieved by all students except those in French programs. Results for students writing in French are reported separately.

What Was the Test Like?

The assessment consisted of 55 multiple-choice questions based on three social studies topics; Topic A is Economic Growth: U.S.A., Topic B is Economic Growth: A Case Study of the Former Soviet Union, and Topic C is Canada Responding to Change.

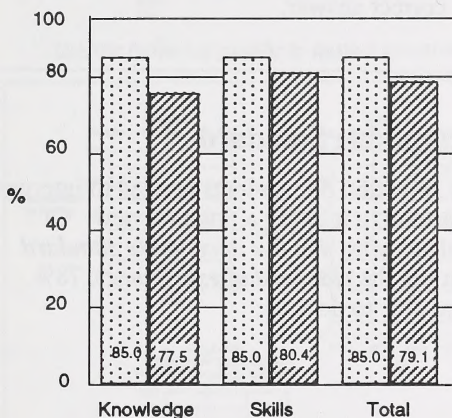
The test was organized by grouping questions according to key concepts rather than by topic.

How Well Did Students Do?

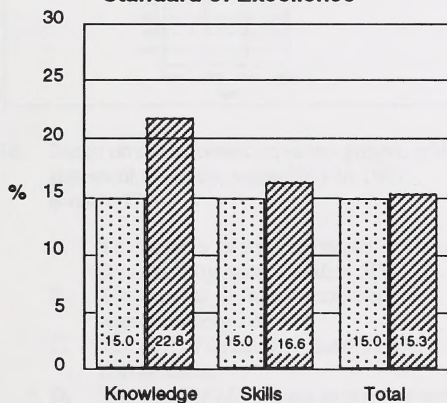
As shown by the graphs, the number of students meeting the *acceptable standard* on the total test was lower than expected. More students than expected met the *standard of excellence* on the knowledge component of the test. Detailed provincial test results are provided in school and jurisdiction reports.

In 5.2% of the schools, the percentage of students meeting the *acceptable standard* was significantly above expectations for the province. In 64.9% of the schools, the percentage was not significantly different from provincial expectations. In 29.9% of schools, students meeting the *acceptable standard* was significantly below provincial

Acceptable Standard



Standard of Excellence



□ Achievement Standards*

▨ Actual Results**

*the percentage of students in the province expected to meet the acceptable standard and the standard of excellence

**the percentage of students in the province who met the standards (based on those who wrote)

expectations. Schools where fewer than five students wrote the Grade 9 test are not included in these school calculations.

Has Achievement Changed Since Last Year?

Results show that social studies achievement in 1996 is unchanged from 1995.

Commentary and Sample Questions from Grade 9 Social Studies Achievement Test 1996

Sample questions from the test and accompanying discussion are provided to highlight the strengths and weaknesses of students meeting the *acceptable standard* and the *standard of excellence*. For each sample question, there is an asterisk beside the correct answer.

Use the following source to answer question 54.

Source II



—Bangor Daily News, 1991

Acceptable Standard

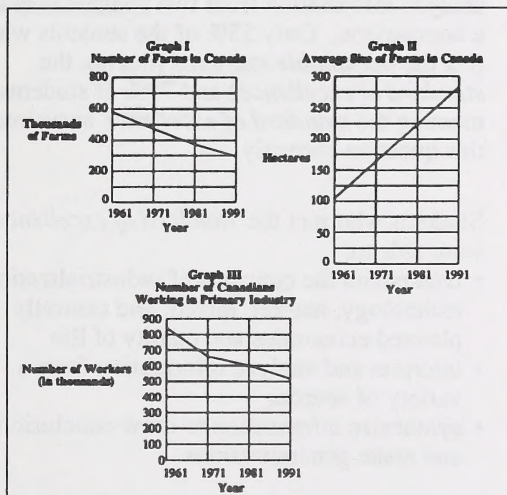
For **question 54**, students needed to interpret a cartoon to identify a point of view. Of students who met the *acceptable standard* (but not the *standard of excellence*), 78% were able to do this.

54. The **main** point of the cartoon in Source II is that

- * A. economic reforms have failed to solve consumer shortages
- B. Russians have a negative attitude toward shopping lines
- C. consumer demand affects prices and product supply
- D. Russians continue to produce poorly made goods

2. Which factors needed for industrial growth were present in Great Britain by the late 1700s?
- A. A skilled labour force, wealthy entrepreneurs, and enclosed farmland
 - * B. A large labour force, available natural resources, and a market for goods
 - C. Strong unions, new factories, and inventions in the textile industry
 - D. Skilled craftsmen, a good transportation system, and available capital

Use the following graphs to answer question 18.



18. Based on the information in the graphs, which statement about the years 1961 to 1991 is correct?
- A. The number of workers in primary industry decreased by approximately 500 000.
 - B. The number of farms decreased by approximately 200 000.
 - C. The size of farms decreased by approximately 200 hectares.
 - * D. The number of workers in primary industry decreased by approximately 300 000.

For **question 2**, students needed to have a basic understanding of the causes of the Industrial Revolution. Only 58% of students who met the *acceptable standard* (but not the *standard of excellence*) answered this question correctly.

For **question 18**, students were required to interpret information to identify relationship among variables within graphs. Results indicate that 69% of students who met the *acceptable standard* (but not the *standard of excellence*) were able to do this.

The strengths of students who met the *acceptable standard* (but not the *standard of excellence*) include an ability to:

- understand to a limited degree the concepts of market, mixed and centrally planned economies, quality of life, industrialization and technology
- interpret information from graphs, charts, and maps

However, many of these students did not do as well as expected in:

- understanding the concept of a centrally planned economy and the meaning of quality of life in the former Soviet Union
- synthesizing information to draw conclusions and make generalizations

34. In a centrally planned economy, the use of resources is determined by

- A. private ownership and government decision making
- * B. public ownership and government decision making
- C. private ownership and private-sector decision making
- D. public ownership and private-sector decision making

Use the following statements to answer question 30.

Speaker I

In pursuit of profit, businesses not only make what people want, they also compete against other businesses that make the same products. People choose what they want to do or make in the marketplace and approach their economic task using their creativity and intelligence.

Speaker II

People produce goods and services to get something for themselves in return. Their desire for personal gain is the force that powers the marketplace.

30. An observation that can be made from the two statements is that the speakers
- A. disagree about the production of goods
 - B. disagree about the role of competition in economic activity
 - * C. agree that rewards provide the incentive for competitive production
 - D. agree that the profit motive encourages cooperation among people

Standard of Excellence

For **question 34**, students needed to have a basic understanding of centralization in a centrally planned economy. Only 55% of students meeting the *acceptable standard* (but not the *standard of excellence*) understood this concept. Of students meeting the *standard of excellence*, 90% had no difficulty with this question.

For **question 30**, students were required to analyze information from two sources to make a comparison. Only 53% of the students who met the *acceptable standard* (but not the *standard of excellence*) and 79% of students meeting the *standard of excellence* answered this question correctly.

Students who met the *standard of excellence* were able to:

- understand the concepts of industrialization, technology, market, mixed, and centrally planned economies and quality of life
- interpret and analyze information from a variety of sources
- synthesize information to draw conclusions and make generalizations

However, some of these students did not do as well as expected in:

- recalling the level of industrialization in Russia before 1917
- understanding economic reform under Gorbachev
- synthesizing information from readings to draw conclusions and to determine values underlying a position

Reporting the Results

On August 23, 1996, each school jurisdiction received electronically a district report and individual school reports regarding their students' achievement, as well as guidelines for interpreting these results in relation to provincial standards.

To facilitate reflection on school programs, we expect that results will be shared with all school staff (not just teachers of grades 3, 6, and 9), as well as with parents and the community.

Two copies of an individual profile for each student were sent to the school that the student will attend in September. We expect that the Parent Copy will be given to parents and the School Copy will remain with the student's record.

All achievement tests administered in 1993 and prior to 1993 are no longer secured.

Looking Ahead: What is Upcoming for 1997

General Information

The Provincial Student Assessment Program provides teachers, parents, students, school administrators, Alberta Education, and the public with information about what students know and can do in relation to provincial standards. Group results are reported at school, district, and provincial levels to improve learning opportunities for students.

The assessments are administered in two subject areas at Grade 3—language arts and mathematics—and in four subject areas at Grades 6 and 9—language arts, mathematics, social studies, and science.

The assessments are based on provincial standards, which reflect important learnings in the subject areas listed above. Classroom teachers from across the province are extensively involved in developing and field testing the assessment instruments.

Administering the Assessment

Information about the nature of the provincial assessments as well as their administration to special needs students can be found in the *General Information Bulletin, Provincial Student Assessment Program*, which is mailed each fall to all superintendents and principals.

Schedule

The written-response component of English and French Language Arts will be administered during the last week of May. The machine-scorable component of all achievement tests will be administered during the last two weeks of June. Specific information regarding scheduling is provided in the current *General Information Bulletin, Provincial Student Assessment Program*.

To minimize any risks to security, we recommend that all students complete the test on the same day. Superintendents approve a local schedule for achievement

test administration within the dates provided. Students who are absent when the tests are administered and who return to school by the end of the school year must write the tests upon their return. By scheduling the tests early in the administration period, most, if not all, absentees can be tested upon their return to school. The principal is responsible for ensuring the security of the tests.

The tests that will be administered each year are:

Grade 3

English Language Arts (*Part A: Writing and Part B: Reading*)

Mathematics (English and French forms)

Grade 6

English Language Arts (*Part A: Writing and Part B: Reading*)

Français 6^e année (*Partie A: Production écrite and Partie B: Lecture*)

Mathematics (English and French forms)

Science (English and French forms)* see p. 7

Social Studies (English and French forms)

Grade 9

English Language Arts (*Part A: Writing and Part B: Reading*)

Français 9^e année (*Partie A: Production écrite and Partie B: Lecture*)

Mathematics (English and French forms)

Science (English and French forms)

Social Studies (English and French forms)

Students in French Programs

All students in French programs must write English Language Arts, French Language Arts, and French versions of other achievement tests if their language of instruction is French. Alberta Education will send a checklist to schools in January requesting an indication of how many English or French tests are required. These forms must be returned through jurisdiction offices by mid-February.

* Resources for the implementation of the revised Program of Studies for elementary science will not be available until the 1997–98 school year. Therefore, implementation of the revised Program of Studies for students in French programs is optional for the 1996–97 school year. Schools offering grade 6 science in French must decide which form of the science test they will write in June 1997. The choices are either the translated form of the 1996 Grade 6 Science Achievement Test based on the previous program or the 1997 Grade 6 Science Achievement Test based on the revised program. Schools offering Grade 6 Science in French must choose one form or the other for all students in Grade 6 writing in French.

Marking Achievement Tests Locally

Teachers will be able to mark the tests before returning them to Alberta Education. Teachers can use the results as part of an individual student's year-end assessment, as well as for planning instruction.

Performance Assessments

Performance assessments provide students with real-life tasks. These assessments address many of the learner expectations that cannot be easily measured using only paper and pencil strategies. These tasks have been developed by classroom teachers and are designed to model good classroom instruction and assessment practices.

The Student Evaluation Branch uses these tasks to collect a broader base of information about what students know and can do than achievement tests alone can provide. These assessments will be administered to a provincial sample of students in all subjects on a rotating basis. The following assessments will be given in 1997:

Grade 3

- informational book tasks in language arts

Grade 6

- social studies: inquiry into basic needs

Grade 9

- problem-solving and communication tasks in science

Standards: Curriculum, Assessment, Achievement

The move toward results-based curricula has re-emphasized the need for a clear delineation of standards and their purpose. All standards and all methods of setting standards require judgement.

The process of setting a standard can only be as good as the judgements that go into it. The standard will depend on whose judgements are involved in the process. In this sense, all standards are subjective. Yet once a standard has been set, the decisions based on it can be made objectively. Instead of a separate set of judgements for each test-taker, you will have the same set of judgements applied to all test-takers. Standards cannot be objectively determined, but they can be objectively applied.¹

Definitions

The Achievement Testing Program is directly concerned with three different but related standards. These provincial standards are curriculum standards, assessment standards, and achievement standards. Local targets are also described in this section.

- **Curriculum Standards** are the expected student learnings sequenced into grade levels. They include broad statements of knowledge, skills, and attitude expectations against which student performance is judged. These standards

¹ Passing Scores; Samuel A. Livingston, Michael J. Zieky; Educational Testing Service, 1982.

are established in the process of curriculum development and are found in the *Program of Studies* document produced for each subject.

- **Assessment Standards** are the criteria adopted for judging actual student achievement relative to curriculum standards. They are ultimately expressed and applied to test scores. They are derived from answers to questions such as: What scores must a student obtain or how many questions on a given test must a student answer correctly in order for his/her performance on the test to be judged as acceptable or excellent?
- **Achievement Standards** are judgements that specify what percentages of students are expected to achieve an acceptable and an excellent level of achievement in relation to each course of studies, i.e to the relevant curriculum standards. It is important to point out that this judgement is not a prediction of the percentage of students who will actually achieve acceptable or excellent levels, but rather a specification of the percentage of students at a given grade or year in school who are *expected* to achieve the acceptable (85%) or excellent standard (15%). **The 85% of students expected to meet the acceptable standard includes those students who meet the standard of excellence.** These standards apply to school, jurisdiction, and provincial performance.
- **Local targets** are goals set in schools/districts to focus plans for helping students learn what is expected by the provincial government. These local targets reflect the specific needs of students, the views of teachers, school administration, and the local community, and the resources available to provide learning opportunities for students.

Confirming Standards

Confirming standards is a process in which some teachers are asked to make judgements about the achievement test to answer the question of whether province-wide

performance is good enough. For more information on the confirming standards process, refer to the *Provincial Student Assessment Program Provincial Report, June 1993 Administration*. For information on the selection of teachers for participation in the confirming standards process, refer to the current *General Information Bulletin, Provincial Student Assessment program*.

Purpose of Assessment Standards

The provincial standards are the basis upon which we assess how well students have learned social studies by the end of Grade 9. These standards reflect the essential learnings that all Alberta students are expected to achieve. Provincial standards are useful, therefore, for assessing Grade 9 students in all types of school programs—public, private, and home education. By comparing actual results with provincial standards, decisions can be made about whether achievement is, in fact, “good enough.”

Description of the Social Studies Assessment Standards

The following statements describe what is expected of Grade 9 students who are meeting the *acceptable standard* or the *standard of excellence* on independent work at the end of Grade 9. The statements represent the standards against which student achievement will be measured.

Acceptable Standard

Students who meet the *acceptable standard* in Grade 9 Social Studies have a basic understanding of the concepts, generalizations, and skills fundamental to the program.

Students who meet the *acceptable standard* know how the United States and the former Soviet Union became industrialized and what impact technological change has had on Canada. Students know how these countries have organized themselves economically. They understand how economic growth within different economic systems (market, centrally

planned, mixed) affects quality of life. They understand these concepts and are able to give examples of each.

These students independently understand, organize, analyze, synthesize, and apply social studies related ideas and concepts in simple and familiar situations. They can apply their knowledge of basic concepts such as industrialization, technology, market economy, centrally planned economy, mixed economy, and quality of life. Students who meet the *acceptable standard* are able to differentiate between main and related ideas in written and oral form, identify points of view expressed in cartoons, and interpret maps to uncover relationships between geography and industrialization.

Students who meet the *acceptable standard* are able to use higher-level thinking skills in familiar contexts. For example, they are able to compare information from two or more sources, detect bias, determine values underlying a position, and make generalizations by stating relationships among economic growth, economic organization, and quality of life.

The expectation is that these students are successful with familiar tasks and can compare and contrast the ways in which different economic systems respond to economic problems, analyze and synthesize information to make inferences, and draw conclusions about economic growth.

Standard of Excellence

Students who meet the *standard of excellence* in Grade 9 Social Studies have internalized most, if not all, of the concepts and generalizations fundamental to social studies. They are confident learners who demonstrate a clear and accurate understanding of how economic growth within market, centrally planned, and mixed economies affects quality of life. They are able to transfer their knowledge and understanding to unfamiliar situations.

Students achieving the *standard of excellence* are able to deal with complex details and

ideas. They can organize and interpret a wide variety of information and abstract material to some degree. They are able to apply higher-level thinking skills to unfamiliar contexts.

Grade 9 Social Studies Assessment

General Description

The assessment consists of 55 multiple-choice questions. The student is required to use a separate answer sheet.

The assessment is designed to be completed in 75 minutes. However, additional time of up to 30 minutes may be provided to allow students to finish.

The test is based on three social studies topics.

Topic A

Economic Growth: U.S.A.

Topic B

Economic Growth: A Case Study of the Former U.S.S.R.

Topic C:

Canada: Responding to Change

The topics are integrated within the 55 questions. For example, questions on *Topic A, Economic Growth: U.S.A.* do not constitute the first section. They are combined with concepts related to topics B and C, and appear throughout the test. (See concept headings in Practice Questions section.)

The knowledge and skills components are integrated in the test. Neither participation skills nor attitude objectives are directly evaluated on this test. However, they contribute to students' ability to do the test.

Blueprint

The blueprint below shows the reporting categories under which the questions are classified. The distribution of the questions per reporting category is approximate.

		Economic Change		Economic Systems			Quality of Life Available in Different Economic Systems	The Former U.S.S.R		Proportion of Score
		Industrialization	Technology	Market Economy	Mixed Economy	Centrally Planned Economy	Quality of Life	Geography	Economic Change	
Knowledge	Understands Generalizations, Concepts, Related Concepts, Terms, and Facts	9			9		2		2	22 (40%)
Skills	Locating, Interpreting, Organizing	12			12		6		3	33 (60%)
	Analyzing, Synthesizing, Evaluating									
	Proportion of Score	21 (38%)			21 (38%)		8 (15%)		5 (9%)	55 (100%)

Practice Questions

The practice questions illustrate the nature and complexity of those that will appear on the test, although the emphasis may be slightly different. Teachers are encouraged to familiarize students with the types of questions that will appear on the achievement test by discussing these practice questions with them.

The *Key and Descriptors for Practice Questions* is on page 20. Each question is classified according to the topic on which it is based, and the type of knowledge or skill being assessed. In addition, the curriculum and standards for each question are included.

The questions on pages 10 to 19 appeared on the June 1996 Achievement Test, (all other questions on this test are secured). These questions, along with questions from previous bulletins, can be used to prepare students for the current Achievement Test. Other questions from previous tests remain secured (see *General Information Bulletin, Provincial Student Assessment Program* for details).

INDUSTRIALIZATION AND TECHNOLOGY

1. Which factors needed for industrial growth were present in Great Britain by the late 1700s?
 - A. A skilled labour force, wealthy entrepreneurs, and enclosed farmland
 - B. A large labour force, available natural resources, and a market for goods
 - C. Strong unions, new factories, and inventions in the textile industry
 - D. Skilled craftsmen, a good transportation system, and available capital

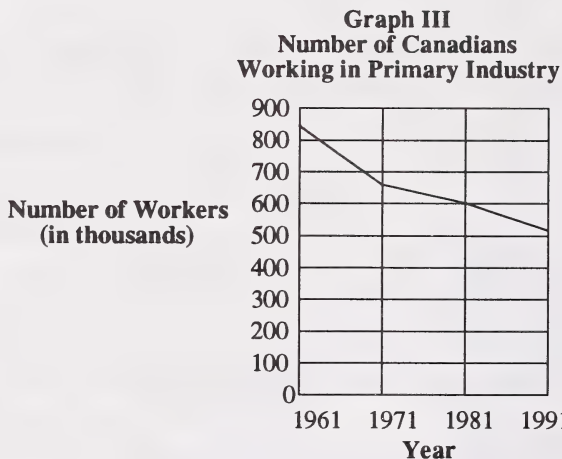
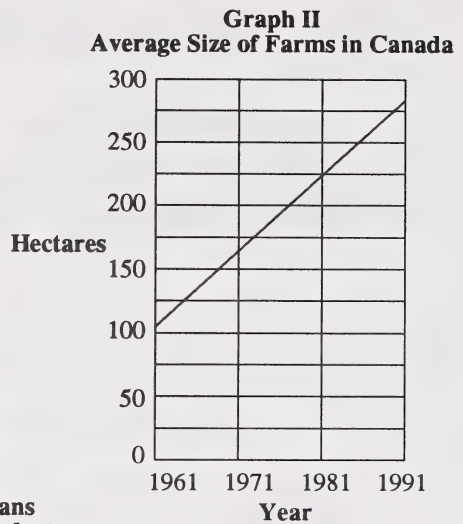
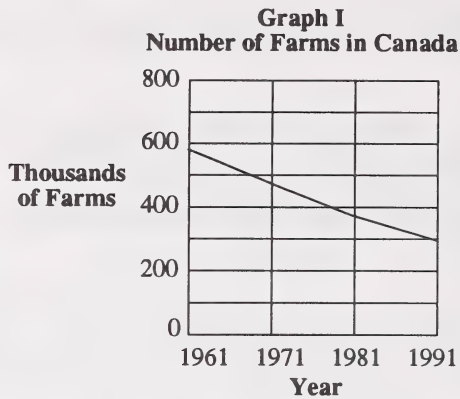
Use the following passage to answer questions 2 and 3.

Agricultural Production in the Soviet Union, 1976

Agricultural production has been a problem ever since private farms were replaced by collectives. Each family is allowed to cultivate a small plot of land for its own use. On this plot, a family can raise what it needs for its own use and sell the surplus on the open market. Small private plots produce more than the large collective farms. On the collectives, farmers receive a standard wage regardless of levels of production or quality of goods produced. Production levels on collectives do not meet government quotas. As a result, the government must import many farm products that the collectives should be able to produce but do not. In spite of this, Communist party members continue to support collectivization of farms.

2. According to this passage, the **main** cause of the failure of collectivization was the
 - A. outdated method of farming
 - B. state ownership of land
 - C. lack of production incentives
 - D. lack of western technology
3. This passage supports the conclusion that in the former Soviet Union
 - A. personal gain motivated farmers to produce more
 - B. farm quotas set by government were usually too high
 - C. a majority of farm workers supported the Communist party
 - D. a majority of farm workers supported collectivization of farms

Use the following graphs to answer questions 4 and 5.



4. Based on the information in the graphs, which statement about the years 1961 to 1991 is correct?
- The number of workers in primary industry decreased by approximately 500 000.
 - The number of farms decreased by approximately 200 000.
 - The size of farms decreased by approximately 200 hectares.
 - The number of workers in primary industry decreased by approximately 300 000.
5. A conclusion **best** supported by the data in the graphs is that changes were caused by
- a decrease in farm size that limited cultivated land
 - an increase in farm technology that improved productivity
 - a decrease in the amount of farmland that allowed for urbanization
 - an increase in the amount of farm labour that encouraged employment

6. The Canadian government can **best** encourage economic growth by
- A. producing well-educated citizens
 - B. developing major oil and gas resources
 - C. preserving clean freshwater resources
 - D. maintaining efficient transportation systems

MARKET, CENTRALLY PLANNED, AND MIXED ECONOMIES

Use the following statements to answer questions 7 and 8.

Speaker I

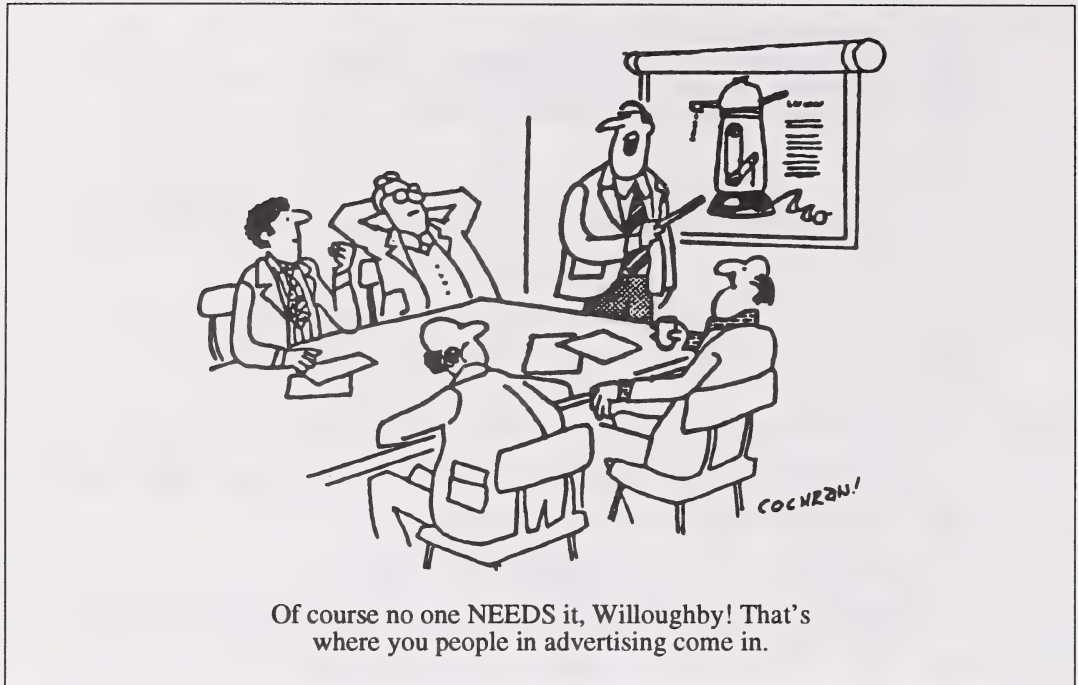
In pursuit of profit, businesses not only make what people want, they also compete against other businesses that make the same products. People choose what they want to do or make in the marketplace and approach their economic task using their creativity and intelligence.

Speaker II

People produce goods and services to get something for themselves in return. Their desire for personal gain is the force that powers the marketplace.

7. What conclusion about a market economy can be made from the two statements?
- A. Competition ensures fairness for all people.
 - B. Competition produces better products for society.
 - C. Individuals strive to protect private self-interest.
 - D. Individual initiative is the basic motive for economic activity.
8. An observation that can be made from the two statements is that the speakers
- A. disagree about the production of goods
 - B. disagree about the role of competition in economic activity
 - C. agree that rewards provide the incentive for competitive production
 - D. agree that the profit motive encourages cooperation among people
-
9. In a centrally planned economy, the use of resources is determined by
- A. private ownership and government decision making
 - B. public ownership and government decision making
 - C. private ownership and private-sector decision making
 - D. public ownership and private-sector decision making

Use the following cartoon to answer question 10.



10. A generalization that can be made from this cartoon is that advertising
- A. creates consumer demand
 - B. satisfies the needs of producers
 - C. satisfies the needs of the market
 - D. provides employment for people

QUALITY OF LIFE

11. Economic and social aspects of quality of life are **best** illustrated by
- A. standard of living
 - B. availability of jobs
 - C. standard of health care
 - D. availability of education

Use the following cartoon to answer questions 12 and 13.



Modernization, Perkins, means goodbye to long hours, goodbye to working conditions, goodbye to sweated labor...in short, Perkins, goodbye.

12. This cartoon **best** demonstrates how changes in industry can affect an employee's
- A. leisure time
 - B. job security
 - C. job satisfaction
 - D. working conditions
13. It can be inferred from this cartoon that technological change
- A. creates worker dissatisfaction
 - B. creates unemployment
 - C. improves quality of life
 - D. improves productivity

GEOGRAPHY

Use the following sources to answer questions 14 and 15.

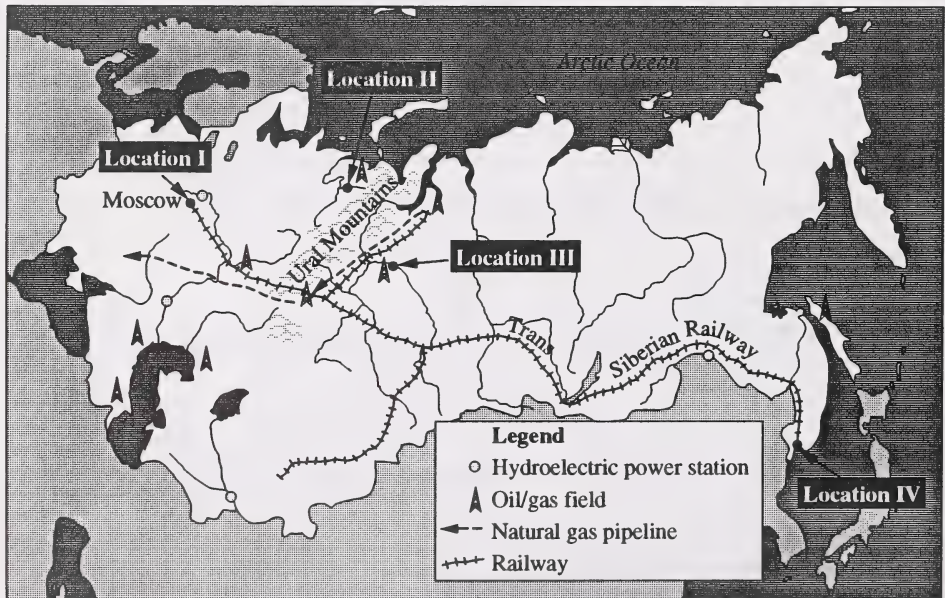
Source I

Albertech, a privately-owned, Alberta-based company, is hoping to build a petrochemical plant to process oil and natural gas in one of the independent republics of the former Soviet Union. Albertech will consider the following factors in making a decision:

Raw Materials	(Are the raw materials nearby?)
Large Markets	(How close are the potential customers?)
Government Incentives	(Are grants or tax concessions available?)
Transportation Routes	(Are waterways or rail lines nearby?)
Labour	(Are skilled/unskilled workers available?)
Energy Sources	(How close are energy supplies?)

Four possible locations being considered by Albertech are shown on the map in Source II.

Source II



14. What is the major question that Albortech must answer before a decision about the location of the petrochemical plant can be made?
- A. What location will provide the best working conditions for employees?
 - B. What location will be the most profitable for the company?
 - C. What impact will the plant have on the local environment?
 - D. What effect will the plant have on the local population?
15. The factor that the four locations shown in Source II have in common is access to
- A. energy sources
 - B. large markets
 - C. raw materials
 - D. transportation routes
-
16. What geographic factors **most** limited the economic growth of the former Soviet Union?
- A. Size and climate
 - B. Landforms and latitude
 - C. Bodies of water and types of vegetation
 - D. Types of soil and accessibility of resources

ECONOMIC CHANGE

Use the following sources to answer questions 17 and 18.

Source I

Lineups in Russia today can stretch from a few metres to half a block to over a kilometre, and usually they move at an extremely slow pace. Yet, the first reaction of a Russian shopper who sees a line forming is to get into it immediately, even before knowing what is being sold.

Source II



—from *Bangor Daily News*, 1991

17. Sources I and II indicate that despite the introduction of a modified market economy in the former Soviet Union
- A. communism will be difficult to change
 - B. popular consumer goods remain expensive
 - C. government must still set production quotas
 - D. citizens must still endure hardship and scarcity
18. The **main** point of the cartoon in Source II is that
- A. economic reforms have failed to solve consumer shortages
 - B. Russians have a negative attitude toward shopping lines
 - C. consumer demand affects prices and product supply
 - D. Russians continue to produce poorly made goods

Key and Descriptors for Practice Questions

Ques.	Key	Topic	Component	Category*	Curriculum Standard
1	B	A	Knowledge	C	Understand the causes of the Industrial Revolution
2	C	B	Skills	L	Interpret information to identify the main idea
3	A	B	Skills	A	Synthesize information to draw a conclusion
4	D	C	Skills	L	Interpret information to identify relationship among variables within graphs
5	B	C	Skills	A	Synthesize information to draw a conclusion
6	A	C	Knowledge	C	Understand how government can influence technological change
7	D	A	Skills	A	Synthesize information to draw a conclusion
8	C	A	Skills	A	Analyze information from two sources to make a comparison
9	B	B	Knowledge	C	Understand centralization in a centrally planned economy
10	A	C	Skills	A	Make a generalization by analyzing a cartoon
11	A	C	Knowledge	C	Understand how standard of living affects quality of life
12	B	A	Skills	L	Interpret a cartoon to identify point of view
13	B	A	Skills	A	Synthesize information to draw a conclusion
14	B	B	Skills	L	Interpret map and related information to make an inference
15	D	B	Skills	A	Synthesize information to draw a conclusion
16	A	B	Knowledge	F	Know geography of the former Soviet Union
17	D	B	Skills	A	Synthesize information to draw a conclusion
18	A	B	Skills	L	Interpret a cartoon to identify a point of view

*Category: F—Facts
 C—Concepts
 L—Locating, Interpreting
 A—Analyzing, Synthesizing

Preparing Students for the Assessment

We hope that teachers will share the following information with their students to help them prepare for the Social Studies Achievement Test.

Have Grade 9 students do the sample questions included in this bulletin. Then, have students share strategies they used to answer the questions.

Suggestions for Answering Multiple-Choice Questions

The following suggestions are provided to help prepare students for the Grade 9 Social Studies multiple-choice questions.

Make sure you consider all forms of information provided. Information will be presented not only in words but also in visual forms such as cartoons, pictures, charts, or maps. Consider all forms of information provided, and think carefully about them before you try to answer any of the questions; or read the questions first, and then consider all questions you need to answer.

When answering “best answer” questions, be sure to carefully read all four alternatives (A, B, C, and D) before choosing the answer that you think is best. Some of the questions are designed to test your ability to make a judgement. These questions will always include a bold-faced qualifier such as **best**, **most strongly**, or **most clearly** in their stems. All of the alternatives (A, B, C, and D) are, to some degree, correct, but one of the alternatives will be “best” in that it takes more of the information into account or can be supported most strongly by reference to the information.

When answering questions, choose the answer you think is best. If a correct or best answer does not become obvious to you fairly quickly, eliminate the answers that seem least appropriate and then use your judgement to select an answer from those that remain.

Credits

Question 10

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Questions 12–13

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Questions 17–18

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